
5B

Action

Legislative Committee

Analyses of Bills

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bills' provisions, estimate its costs and recommend amendments if applicable.

Recommended Action: Staff recommends a support position of SB 52.

Presenter: Anne Padilla, Consultant, Office of Governmental Relations

Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymakers on key education issues.

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.

Analyses of Bills

Bill Number:	Senate Bill 52
Author:	Senator Jack Scott
Sponsor:	Governor Schwarzenegger
Subject of Bill:	Career Technical Education
Date Introduced:	January 8, 2007
Status in Leg. Process:	Senate Education Committee
Recommended Position:	Support
Date of Analysis:	January 10, 2007
Analyst:	Anne L. Padilla

Summary of Current Law

Education Code sections 44260 and 44260.1 define requirements for the full-time designated subjects preliminary and the professional clear vocational education credentials. The requirements for the full-time preliminary vocational education credential are:

- High school diploma (or GED);
- Five years vocational work experience or
Combination of vocational work experience and education;
- Fingerprint clearance; and
- U.S. Constitution course or exam.

Within the first two years of classroom instruction, the teacher must complete a program of personalized professional development (Level I) which includes learning and instruction, classroom management, curriculum, and student evaluation.

The requirements for the professional clear vocational education credential are:

- Preliminary vocational education credential;
- Two years of successful vocational teaching;

- Completion of personalized Level I and II¹ professional development requirements;
- Health education.

Education Code section 44260.5 requires the Commission to establish minimum requirements for part-time designated subjects vocational education credential. It also specifies that credentials issued for part-time service shall not authorize service for more than a half-time teaching assignment.

The requirements for the part-time designated subjects vocational education credential are similar to the full-time designated subjects vocational credential except that part-time holders are not required to complete a U.S. Constitution course or Level II requirements.

Commission Current Activity

The Commission currently offers designated subjects vocational education credentials in 175 subjects ranging from accounting to welding. In 2003-04, the Commission awarded 3,221 vocational education credentials.

The designated subjects credential requirements and program standards were last revised in 1993. In 2001, the Commission authorized a task force to research the relevancy and appropriateness of the designated subjects vocational education credential requirements through statewide surveys of teachers and administrators. The task force conducted a study of vocational credentials over a period of six months and prepared a set of recommendations for changes to the credentials. Commission administration decided not to pursue changes at that time and no Commission action was taken.

At the November-December 2006 Commission meeting, the Commission directed staff to develop a plan for reviewing the designated subjects vocational education credential requirements and program standards and consider possible modification to the requirements.

Analysis of Bill Provisions

SB 52 (Scott) would make several changes to the designated subjects vocational education credential:

- Change the name of the credential to the Designated Subjects Career Technical Education (CTE) Teaching Credential
- Repeal the authority to issue part-time CTE credentials
- Require the Commission to establish a list of authorized subjects for the CTE credential that reflects the 15 industry sectors identified in the California career technical education model curriculum standards adopted by SBE, by September 30, 2007.

SB 52 is an urgency bill and would take effect immediately upon the Governor's signature.

¹ Level II requirements build upon Level I requirements and provide the teacher with training in: foundations of education, advanced learning and instruction, program budgeting, needs assessment and integration of academic skills, program evaluation, and special needs students.

Fiscal Impact

Within current Commission budget.

Relevant Commission Legislative Policies

Policy 1: The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.

Organizational Positions

No organizations have registered their position on this bill to date.

Reason for Suggested Position

The Commission has recognized the need to review and update credential requirements and program standards for vocational teachers. At the November-December 2006 meeting, the Commission directed staff to develop a plan for reviewing the designated subjects vocational education credential requirements and program standards and consider possible modification to the requirements. SB 52 is consistent with the Commission's action.

For this reason, staff is recommending a **Support** position on SB 52.